**School of Education**

**Master of Science in Education**

**Course Syllabus**



## Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

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| ED Number  ED 578 | | Course Title  Staff Development & Supervision | |
| Section/Semester  Fall 2010  OCB 3113 | Location  Lower Dauphin Middle School | | Meeting Times  Wednesdays 4:30 – 7:30  Sept. 15 – Dec. 8 |
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## Instructor Contact Information

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| --- | --- | --- | --- |
| Instructor Name  Robert Schultz | | Office Hours (if applicable) | |
| Phone Number  717-903-2875 | E-mail  robert.schultzii@wilkes.edu | | Best time(s) to be contacted  Weekdays between 5 - 9 PM |

**Course Description**

This course focuses on staff development, models of teacher supervision, and the teacher evaluation process. Mentoring and new teacher induction programs will be investigated. An overview of the laws and policies that influence and govern these programs will be included. This course requires a 30-hour field experience focusing on staff development and supervision.

**Required Textbook(s) & Readings**

Sullivan, S., & Glantz, J. (2009*). Supervision that improves teaching and learning* (3rd ed.).

Thousand Oaks, CA: Corwin Press.

Lindstrom, P.H., & Speck, M. (2004). *The principal as professional development leader.*

Thousand Oaks, CA: Corwin Press.

**Alternative Texts:**

Tallerico, M. (2005). *Supporting and sustaining teachers’ professional development--A*

*principal’s guide.* Thousand Oaks, CA: Corwin Press.

Gordon,S.P. (2004). *Professional development for school improvement, empowering learning*

*communities.* Boston, MA: Pearson.

Zepeda, S.J. (2008*). Professional development--What works.* Larchmont, NY: Eye on Education.

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. ((2010). *SuperVision and instructional*

*leadership--A developmental approach* (8th ed.)*.*  Boston, MA: Allyn & Bacon.

**Recommended Reading List or Resources**

American Psychological Association. (2009). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: Author.

Recent articles from various professional journals such as *Educational Leadership* (ASCD); publications from the National and PA Elementary and Secondary Principals Association on topics specific to course objectives; various print media articles – magazines and newspapers.

**ED 578 Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

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| **Student Learning Objectives**  **The students will:** | **Evidence of Learning**  **~ Key Instructional Assignments, Activities, or Assessments~** | **PDE Certification Competencies**  *(Core [C]& Corollary [CL] Standards w/ subcompetencies)* |
| 1. Examine and analyze teacher supervision models and their effectiveness in improving teaching and learning. | Discussion Forums (A10)  Case Study Analysis (E5) | CL6 A,B,C |
| 1. Demonstrate an understanding of the role and responsibilities of the principal in the teacher evaluation process. | Discussion Forums (A10)  Journal Article Reflective Analysis (A1)    Case Study Analysis (E5)  Field-Based Project with Field Experience Hours  (E1-5, A3)  Final Exam (A6) | CL1 A,B,D |
| Compare and contrast teacher supervision versus teacher evaluation and the laws and policies which govern these programs. | Discussion Forums (A10)  Comparative Analysis of Staff Development & Supervision Practices (A4) | C2 F  CL3 A  CL4 C  CL6 C |
| 1. Attain knowledge of the various staff development models and the laws and policies that govern these programs | Comparative Analysis of Staff Development & Supervision Practices (A4)  Final Exam: Short Topical Papers (A6) | CL1 A  CL6 A,B,C  C2 F |
| 1. Investigate and analyze staff development and teacher induction plans | Comparative Analysis of Staff Development & Supervision Practices (A4)  Final Exam: Short Topical Papers (A6) | CL1 A,B,D  CL6 A,B,C |
| 1. Demonstrate an understanding of the principal’s critical role and responsibilities in implementing and maintaining the effectiveness of professional development programs, including support staff and paraprofessionals. | Journal Article Reflective Analysis (A1)  Case Study Analysis (E5)  Field-Based Project with Field Experience Hours  (E1-5, A3)  Final Exam: Short Topical Papers (A6) | CL1 A,B,D  C3A  CL2 A,C  SP1. 5,10  SP3. 4,5,6,12 |
| 1. Acquire knowledge and understanding of appropriate instructional practices, procedures, and guidelines related to students with diverse educational needs to monitor and ensure all students achieve learning goals. | Case Study Analysis (E5)  Research Report (A9)  Final Exam: Short Topical Papers (A6) | C3A  SP1. 8,9,10  SP3.1,3,4,6,9  10.11,12 |

**PDE Core (C) & Corollary (CL) Standards for Superintendents Addressed in this Course**

**(as indicated in preceding table)**

**C 2. The leader is grounded in standards-based systems theory and design and is able to**

**transfer knowledge to his/her job as an architect of standards-based reform in the**

**school.**

F. Understands the importance of a coherent curriculum and effective instruction as key   
 strategies for improving student performance.

**C 3. The leader knows how to access and use appropriate data to inform decision-making at**

**all levels of the system.**

1. Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning.

**CL 1. The leader creates a culture of teaching and learning with an emphasis on learning.**

1. Understands current research in teaching and learning.
2. Understands the importance of taking responsibility as lead learner in his/her school environment

D. Understands how to develop teacher leaders

**CL 2. The leader manages resources for effective results.**

1. Understands wide variety of resources available (time, space, facilities, financial, human, organizational, both internal/external) and how to make informed decisions using appropriate analyses (e.g., cost benefit)

C. Knows how to assess, hire, assign, support and retain highly qualified and effective staff

consistent with district strategic plan, core beliefs, and research based practice

**CL 3. The leader collaborates, communicates, engages, and empowers others inside and**

**outside of the organization to pursue excellence in learning.**

1. Understands and accepts the role of the leader in creating and maintaining an effective learning culture.

**CL 4. The leader operates in a fair and equitable manner with personal and professional**

**integrity.**

C. Understands, and respects diverse student and staff populations and the impact on

individuals, school and community

**CL 5. The leader advocates for children and public education in the larger political, social,**

**economic, legal, and cultural context.**

C. Advocates for all students

**CL 6. The leader supports professional growth of self and others through practice and**

**inquiry.**

1. Understands the process of aligning professional development activities with student performance goals.
2. Understands the importance of continuous learning within the context of a learning organization
3. Understands the importance of motivating, mentoring and modeling to improve professional practice.

**SP 1. Overrepresentation of Diverse Students in Special Education**

5. Identify how the family’s culture and values affects how they view disabilities.

8. Build on students’ strengths when teaching literacy skills to language minority students.

9. Directly use best, evidenced-based practices for teaching students from diverse

backgrounds.

10. Implement processes that successfully prevent inappropriate placement and ensure that

the opportunities for educational achievement to minority students equal those offered to

the majority group.

**SP 3. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings**

1. Identify effective instructional strategies to address areas of need.
2. Scaffold instruction to maximize instructional access to all students.

4. Provide feedback to students at all levels to increase awareness in areas of strength, as

well as areas of concern.

5. Strategically align standard based curriculum with effective instructional practices.

6. Identify and implement instructional adaptations based on evidence-based practices

(demonstrated to be effective with students with disabilities) to provide curriculum

content in a variety of ways without compromising curriculum intent.

9. Use research supported methods for academic and non-academic instruction for students

with disabilities.

10. Develop and implement universally designed instruction.

11. Demonstrate an understanding of the range and the appropriate use of assistive

technology (i.e., no tech, low tech, high tech).

12. Demonstrate efficient differentiated instruction and an understanding of efficient

planning, coordination, and delivery for effective instruction required for inclusive

settings.

**Course Requirements & Assessments**

**A. Discussion Forums (A10)**

Note: Various course objectivescan be addressed based on topics of discussion forums.

Discussion forums on the readings are open-ended but require students to relate discussions to text sources to back up points made. These discussions are to reflect analytic reasoning and the development of leadership skills related to course objectives.

Students should create a title that captures the main ideas of what they are writing about since the readings allow open-ended postings. (Ex: Engaging the Disengaged Teacher).

For in class discussion forums: Students are to prepare a short paper averaging one page in length.

For online discussions: Students are to participate in each discussion forum by initiating a discussion and by replying to at least one other student’s initial post. APA (6th ed.) is to be used when citing and referencing sources of information, as appropriate. Written work is to be submitted after careful proofreading, and stapled in upper left-hand corner.

**Assessment: Discussion Forum Rubric**

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| --- | --- |
| **Discussion Forum Rubric** | |
| The discussion of the reading made a central point and referenced specific portions of the reading. | 1 |
| The discussion contained insights on leadership that were substantiated with references in the reading. | 1 |
| The written discussion reflected doctoral level writing and APA formatting (as applicable). | 1 |
| A response is shared to at least one other classmate’s discussion to stimulate interaction. The response is respectful, on-topic and adds value to the discussion. | 1 |
| **Total Possible Points** | **4** |

**B. Journal Article Reflective Analysis (A1)**

Note: Various course objectivescan be addressed based on topics of journal articles.

Students will select three articles from journalsaddressing topics relevant to supervision and staff development and construct three summaries and reflective analyses in the following format. The instructor may recommend specific articles to students to deepen their knowledge or address areas needing additional study.

The students will:

* Summary: Summarize the article topic
* Discussion: Discuss his/her thoughts about the topic prior to reading the article
* Reflective Analysis: Explain how reading the article changed, broadened, or deepened his/her view

Each article analysis is limited to no more than two pages, double-spaced. APA is to be used when citing and referencing sources. Students are to be prepared to discuss articles during class sessions.

**Assessment: Journal Article Reflective Analysis Rubric**

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| --- | --- |
| **Journal Article Reflective Analysis Rubric** | |
| The journal article was clearly summarized on a topic related to course objectives, or as recommended by the instructor. | 2 |
| The discussion of the article made a central point or contained a synthesis of points that demonstrated reflection. | 2 |
| The reflective analysis contained thoughtful insights that reflected self-analysis and integrated prior knowledge and/or experiences with new knowledge gained from the article. | 2 |
| The assignment was written using graduate level writing conventions. APA was applied. | 2 |
| **Total Possible Points** | **8** |

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| **Scale: 2-point** |
| 2 Met criteria at the expected level |
| 1 Met criteria at an adequate level |
| 0 Did not meet criteria |

**C. Research Report: Research Paper and Presentation (A9)**

It is critically important for principals to have the most current knowledge in effectiveinstructional strategies for diverse students with disabilities in inclusive settings and to know how to best provide staff development related to these strategies. It is also important for principals to know the most current and reliable sources of research-based information on these topics and to be able to locate and retrieve this information.

To develop these competencies, each student is to select a specific topic related to effectiveinstructional strategies for diverse students with disabilities in inclusive settings and link this to a program or plan to provide professional development for the staff on the specific topic being researched.

Students will research the topic and find a minimum of three current articles from professional journals related to the topic. In a research report, using APA format for in-paper citations and references, students will synthesize their findings and share these in a class report format. Students will turn in their research papers to the course instructor for assessment after their report to the class.

**Assessment: Research Report Rubric (See end matter of syllabus.)**

**D. Case Study Analysis (E5)**

Students are to analyze and resolve three case studies in this course. The cases selected relate to the professional development and supervision of faculty to improve student achievement.

In the case analysis the following must be identified and addressed:

**Issues/Key Individuals**

In this section, you will provide a synopsis of what you see as the main issues and key individuals in the case that you will address in your analysis.This establishes the focus of your analysis.You can link issues to each other or link the issues to individuals or groups in the case. You can use bulleted lists for this section after an introduction; the style of your written presentation in this section is up to you. The remaining portions should be written in paragraph form.

**Analysis**

This is the central part of your work and the part needing most thought. You will apply various concepts from the course with citations of sources that support your analysis. This analysis should enable you to look at the issues from different points of view to consider various resolutions to the issues inherent in the case. Your resolution must be based on your analysis.

**Resolution**

In the resolution, you are to take on the role of the leader in the case. The leader can be readily identified in the case as the person who bears the burden of resolving the dilemma by way of his or her position as leader. You will resolve the case using portions of your analysis. You must link the resolution back to your analysis. You may have a short term resolution to address the immediate issues, and a long term resolution to address aspects of the issues that require more time and involvement of key individuals or groups if the issues are to be resolved permanently.

**Assessment: Case Study Rubric**

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| **Case Study Rubric** | |
| The initial section of the case analysis accurately identifies key issues and individuals in the case. | 2 |
| The analysis is reflective of an accurate application of course concepts and examines issues from multiple points of view. | 2 |
| The resolution addresses the most critical issues in the case that will address professional development to improve student achievement. | 2 |
| The resolution is based on your analysis and results in sound decision-making as the school leader. | 2 |
| The case analysis format is followed in each section, as assigned. | 2 |
| Graduate level writing and APA formatting is applied. | 2 |
| **Total Possible Points** | **10** |

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| --- |
| **Scale: 2-point** |
| 2 Met criteria at the expected level |
| 1 Met criteria at an adequate level |
| 0 Did not meet criteria |

**E. Comparative Analysis of Staff Development & Supervision Practices: Activities & Discussions (A4)**

Staff development and supervision practices vary from district to district and even from school to school within a district; however, these practices are governed by federal and state regulations and are further defined by district policies and procedures.

**Part 1: Document Retrieval & Review Activities**

* Each student will work with a partner to retrieve the selected documents from a district administrator, i.e. principal, personnel manager, assistant superintendent, or superintendent. (See Document Retrieval attachment.)
* Students will individually review these documents, discuss them with their partners and then present their findings to the class for a comparative review of the practices, approaches, policies, and procedures evidenced in these documents.

The documents that will be retrieved and reviewed for analysis include, but are not limited to, the following:

* District Staff Development Plan
* District Teacher Induction Plan
* District Teacher Evaluation Plan
* Teacher Improvement Plans or Dismissal Procedures
* PDE and/or District Teacher Evaluation Forms
* District Teacher Recruitment & Selection Process
* District Act 48 Plan
* Proposals/Budget Allocations for programs related to staff development and teacher induction
* Teacher Contract related to induction, staff development, supervision, evaluation, and dismissal
* Strategic Plan related to Professional Development or Induction Plan

**Part 2:** **Mentor Interview & Discussion**

After the documents are analyzed and compared in a series of class sessions, students will work collaboratively to generate a list of questions to ask their mentoring principals related to questions and issues that emerged through the analysis of the documents listed below. The findings will be reported in a class discussion forum.

**Assessment: Discussion Forum Rubric of Comparative Analysis & Interview**

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| **Discussion Forum Rubric**  **Comparative Analysis of Staff Development & Supervision Practices** | |
| The discussion of the analysis and interview made central points and referenced specific portions of the documents. | 5 |
| The discussion contained insights on leadership that were substantiated with references in the reading. | 5 |
| The written discussion reflected doctoral level writing and APA formatting (as applicable). | 5 |
| A response is shared to at least one other classmate’s discussion to stimulate interaction. The response is respectful, on-topic and adds value to the discussion. | 5 |
| **Total Possible Points** | **20** |

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| **Scale: 5-point** |
| 5 Met criteria at the expected level |
| 4 Met criteria at an adequate level |
| 0 Did not meet criteria |

**F. Field-Based Project with Field Experience Hours (E1-5, A3)**

This course includes a 30-hour field experience which includes a field-based project with documented field hours related to the activities of the project to be conducted at a school or district site under the direction of a mentoring principal or assistant principal.

The field-based project is to include evidence as to the attainment of the project’s goals with components of the prescribed assessment evidence formats as identified by the PDE. The project and field experience must meet Wilkes University and PDE requirements, which appear at the end of this syllabus.

Specific to the objectives of this course and their corresponding PDE core and corollary standards, students will first design a proposal for their field-based project under the direction of an identified mentor who is a principal or assistant principal. The proposal will then be submitted to the course instructor. Both the mentoring principal and course instructor must approve the proposal before the student begins the project activities. Related to the project is the documentation of field experience hours in the Field Experience Log, which appears at the end of this syllabus.

The field-based project must meet both school or district needs in areas related to staff development and supervision. This project must have a direct or indirect effect on student achievement.

Project activities may include be are not limited to:

* Supporting the work of the principal in teacher supervision, improvement, and evaluation or other related staff supervision activities
* Planning and/or conducting staff development and/or induction activities
* Participating in the staff selection/hiring process
* Conducting meetings related to staff development and supervision, under the direction of the principal
* Creating and supporting a teacher improvement plan
* Planning and coordinating or delivering an in-service activities for teachers or para-professional staff

Detailed information related to the requirements for the field experience, the proposal, the field-based project and the field experience hours are attached at the end of this syllabus, as well as the rubric and field-experience log.

**Assessment: Field-based Project Rubric (See end matter of syllabus)**

**G. Final** **Examination: Short Topical Papers (A6)**

A final written examination will be administered as a take-home examination during this course. This examination will be composed of essay-type questions to assess the students’ abilities to apply their knowledge gained in this course and in the field to topics related to staff development and supervision.

Writing skills and the ability to communicate effectively and coherently will be assessed in conjunction with the content knowledge, reasoning, and process skills evident in each response.

**Assessment: Final Examination Rubric (See end matter of syllabus)**

**Graduate Education Course Policies**

**Attendance Policy:**

Attendance at all graduate class sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Anticipated absences should be approved in advance by the instructor. Students are responsible for all content and assignments due when absent. Assignments must be submitted on the date due regardless of absence. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. Note that one absence is equated to a three-hour class session; a full day class is equivalent to two class sessions.

Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a greater grade consequence than that set within this policy and should confer with the instructor in advance of the absence, if possible. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class meeting. Additional requirements or consequences may be imposed by the instructor.

**Course Expectations & Late Work Policy:**

# All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

**Required Reference Format:**

All students are expected to follow the most current APA guidelines for giving credit to and citing internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

**Recommended Reference Text:**

American Psychological Association. (2009). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: Author.

**APA Online References:**

http://apastyle.apa.org/

http://owl.english.purdue.edu/owl/resource/560/01/

**Course Grading:**

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| Grading Scale | | | |
| 4.0 | A | 94-100% | Academic achievement of superior quality |
| 3.5 | B+ | 87-93% | Academic achievement of good quality |
| 3.0 | B | 80-86% | Academic achievement of acceptable quality in meeting graduation requirements |
| 2.5 | C+ | 75-79% | Academic achievement of adequate quality but below the average required for graduation |
| 2.0 | C | 70-74% | Academic achievement below the average required for graduation |
| 0.0 | F | Below 70% | Failure. No graduate course credit |

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

**Course Technology Integration**

Students will utilize technology to display data, charts, or visuals when applicable for the class presentation, discussions and/ or project

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

**Required Software:** Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

## Wilkes Graduate Education Program Policies

**Academic Honesty:**

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

**Program Evaluation:**

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

**Academic Supports**

**Library Access:**

Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/pages/662.asp> and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without “@wilkes.edu”) and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Those databases followed by an **\*** require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

**Writing:**

The Writing Center, located in the lower level of Breiseth Hall (room 018), is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at http://[www.wilkes.edu/resources/writing](http://www.wilkes.edu/resources/writing).

**Act 48:**

Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: <https://www.perms.ed.state.pa.us/>

**Special Needs:**

Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 408-4153.

Class Schedule for the Semester

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| --- | --- | --- |
| **Units & Dates** | **Topic(s) & Readings** | **Assignments Due** |
| Sept. 15 | Course Overview: Syllabus & Class Schedule/Course Requirements & Expectations  Discussion Topic: Personal Perspective of Supervision (Questionnaire)  Philosophical & Historical Perspectives of Supervision |  |
| Sept. 22 | Discussion Topic: Changing Dimensions of Supervision - Instructional Leadership  Philosophical & Historical Perspective of Supervision (continued)  Readings: Sullivan & Glantz Ch. 1-2 | Analysis & Reflection of Supervision Questionnaire |
| Sept. 29 | Discussion Topic: Teacher Supervision  Observation Tools & Techniques  Conferencing techniques  Differentiated Supervision  Comparison of District’s Supervision Models and Instruments  Discussion of Journal article  Readings: Sullivan & Glantz Ch 3 | Field-based Project Proposal  Document retrieval activities |
| Oct. 6 | Discussion Topic:  Clinical Supervision  Danielson Model – Domains of teaching  Readings: Sullivan & Glantz Ch. 4 & 5 | Research report topics due  Journal article 1due |
| Oct. 13 | Discussion: Alternative Approaches for Supervision  Walk through observations, Peer Coaching, Teacher portfolios  Action Research  Readings: Sullivan & Glantz Ch. 6 |  |
| Oct. 20 | Discussion Topic: Professional Development- Why can’t we get it right?  Discussion Topic: Building Capacity of the Professional Learning Community  Principal as professional development leader.  Discussion of Journal articles  Readings: Lindstrom & Speck Ch. 1 & 2 | Case Study #1 |
| Oct. 27 | Discussion of Journal articles  Presentation of Staff Development & Induction Documents | Journal article 2 due |
| Nov. 3 | Discussion Topic: Critical roles for the principal in professional development  Discussion of Journal articles  Case Studies #2 & #3 | Case Study #2  Case Study #3 |
| Nov. 10 | Discussion Topic: Principal’s role in implementing professional development  Principal as reflective leader  Readings: Lindstrom & Speck Ch. 3 | Research Reports Presented |
| Nov. 17 | Discussion Topic: Principal as instructional leader & change agent  Professional Development Models: PLC, Faculty Study groups  Readings: Lindstrom & Speck Ch. 4 & 5 | Research Reports Presented  Research Paper due |
| Nov. 24 | Discussion Topic: Induction/ mentoring: The beginning teacher program | Research Reports Presented  Journal article 3 due |
| Dec. 1 | Discussion Topic: Teacher Assistance  Developing improvement plans  Readings: Lindstrom & Speck Ch. 6 | Research Reports Presented  Field-based Project & Field Experience Log |
| Dec. 8 | Discussion Topics: Legal issues in teacher supervision/ staff development, Act 48 | Final due |

**Wilkes University Field-Based Project Requirements & Rubric**

**for Principal and Superintendent Certification Courses with Field Hours**

This course has designated field experience hours to be completed in a field-based project. When developing and completing this project, the following is required by Wilkes University to meet PDE requirements for principal and superintendent certification:

1. The designated field experience hours for this course are to be addressed in a field-based project specific to the school or district at which the field experience is taking place AND specific to the PDE core and corollary standards addressed in this course.
2. A field experience log, which follows, is to be maintained and completed by the student to document the required field hours related to activities conducted at the school or district site. The majority of these hours must directly relate to the field-based project.
3. The field-based project must be developed in conjunction with the course instructor and an identified site-based administrator (mentor) holding a K-12 leadership position equivalent to that of the student’s intended certification (i.e. assistant principal/principal for principal certification or assistant superintendent/superintendent for superintendent certification).
4. The identified mentor does not have to be the same individual for every field experience but does have to be at the appropriate certification level. The mentor should have expertise in and oversight of the area related to the field-based project.
5. The field-based project must relate to the course objectives and the corresponding PDE standards.
6. The project’s design must directly or indirectly strive to improve student achievement based on the needs of the school or district.
7. The field-based project is to include a proposal with components of one or more of the following types of assessment evidence (E) designated by the PDE:

|  |
| --- |
| E. 1. Action-based research project designed to improve student achievement |
| E. 2. Development & implementation of a curriculum project focused on improving student achievement |
| E. 3. Tools project (application of current tools endorsed by and made available by PDE) |
| E. 4. Multiple measures of data project focused in student achievement |
| E. 5. Case study focusing on improving student achievement |

**Project Proposal Requirements**

1. The student must have the proposal completed and evaluated by deadline set by the instructor, typically before the mid-point of the semester. The student cannot begin the project’s activities until the proposal is approved.
2. The student and mentor will review the project proposal and the mentor will evaluate the proposal using the field-based project proposal rubric. The student will submit the proposal and the rubric to the course instructor. The course instructor will then evaluate the proposal.
3. The proposal should include the following:

|  |
| --- |
| 1. The name of the mentor and position, district, and contact information |
| 1. Project title, description, & timeline |
| 1. Project goal(s) and objectives aligned to the PDE core and corollary standards in a matrix-format |
| 1. Justification as to how the project will strive to improve student achievement based on the needs of the school or district. |
| 1. The evidence (E 1-5) that will be provided attesting to the attainment of the project goal(s), objectives, and PDE standards, as well as the fulfillment of the designated field experience hours. |

**Final Project Requirements**

1. The final project--evidence and log--will be submitted electronically in the designated area in the course management system.
2. The student and mentor will review the final project and the mentor will evaluate the project and the log using the project rubric.
3. The fulfillment of the designated field experience hours must be documented, verified by the mentor, and submitted to the instructor or an incomplete will be issued.
4. The student will submit the final project, the signed log, and the mentor’s rubric to the course instructor. The course instructor will then evaluate the final project and log using the project rubric.
5. The course instructor will issue the grades for the proposal and the final project and determine the grade for the course.

**Wilkes University**

**Field-based Project Rubric**

**Student Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposal**  **Rubric** | **Exceeds Expectations**  **2** | **Meets Expectations**  **1** | **Inadequate**  **0** | **Comments** |
| Project title, description, & timeline were complete and detailed. |  |  |  |  |
| Project goal(s) and objectives were aligned to the PDE core and corollary standards in a matrix-format. |  |  |  |  |
| An explanation as to how the project will directly or indirectly improve student achievement specific to the school or district was provided. |  |  |  |  |
| The evidence (E 1-5) that will be provided is aligned to the project’s goal(s), objectives, and PDE standards. |  |  |  |  |
| **Project Proposal Grade:**  **Evaluated by:**  **Signature of Evaluator:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Final Project**  **Rubric** | **Excellent**  **4** | **Very Good**  **3** | **Average**  **2** | **Poor**  **1** |
| The evidence met the project’s goal(s), objectives, and PDE standards as identified in the proposal. |  |  |  |  |
| Field hours and corresponding tasks were verified with a log to meet the required number of hours set in the course. |  |  |  |  |
| Justification was provided as to how the final project directly or indirectly improved student achievement to meet the needs of the school or district. |  |  |  |  |
| A descriptive analysis of the final project and its results were provided with conclusions and recommendations derived from the analysis. |  |  |  |  |
| Application of writing conventions was at the graduate level. |  |  |  |  |
| The most current form of APA was followed to document (cite and reference) sources of information. |  |  |  |  |
| The final project was professional in its organization and its appearance. |  |  |  |  |
| **Final Project Grade:**  **Evaluated by:**  **Signature of Evaluator:** | | | | |

**Wilkes University**

**Field Experience Log**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Page:\_\_\_\_\_\_\_

**Course: ED \_\_\_\_\_ Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Hours: \_\_\_\_ Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Time/**  **Hours** | **Task Description & Analysis**  **(summarize similar tasks and analyses)** | **PDE Core & Corollary Standards** |
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**ED 578 ~ Staff Development & Supervision**

**Final Examination Rubric**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Points Earned\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Paper 1: (20pts.) | **Exemplary**  **5** | **Proficient**  **3** | **Developing**  **1** |
| **Introduction**   * Provided appropriate background information * Includes all main issues, supporting documentation as needed. * Presented clear vision and goals |  |  |  |
| **Problem Identification**   * Presented facts & identifies data sources * Identified perceptions, assumptions, and problem(s) * Documented planning steps |  |  |  |
| Decisions  * Identified multiple strategies/solutions/actions as possibilities * Used logical rationale for choosing one strategy/solution over another to solve the problem in most effective and efficient way * Specified timeline & person responsible for actions  Included all necessary stakeholders in the process |  |  |  |
| **Summary & Analysis**  * Defined implications of the decision, positive & negative * Provides strong rationale for decisions through clear understanding of the implications articulated the decision-making process * Demonstrates thorough understanding of the issue * Graduate level writing evident in response. APA is correctly applied. |  |  |  |
| **Paper 2**:  **(10 pts.)** | **Exemplary**  **2.5** | **Proficient**  **2.0** | **Developing**  **1** |
| **Introduction**   * Provided appropriate background information * Includes all main issues, supporting documentation as needed. * Presented clear vision and goals |  |  |  |
| **Problem Identification**   * Presented facts & identifies data sources * Identified perceptions, assumptions, and problem(s) * Documented planning steps |  |  |  |
| Decisions  * Identified multiple strategies/solutions/actions as possibilities * Used logical rationale for choosing one strategy/solution over another to solve the problem in most effective and efficient way * Specified timeline & person responsible for actions  Included all necessary stakeholders in the process |  |  |  |
| **Summary & Analysis**  * Defined implications of the decision, positive & negative * Provides strong rationale for decisions through clear understanding of the implications articulated the decision-making process * Demonstrates thorough understanding of the issue * Graduate level writing evident in response. APA is correctly applied. |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Graduate Writing Rubric** | | | | | | |
|  | **CONTENT** |  | **FOCUS** | **ORGANIZATION** | **STYLE** | **CONVENTIONS** |
| **SCORE** | ***The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.*** | **SCORE** | ***The single controlling point made with an awareness of task (mode) about a specific topic.*** | ***The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly unless its use is specifically waived by the instructor.*** | ***The choice, use of arrangement of words and sentence structures that create tone and voice.*** | ***The use of grammar, mechanics, spelling, usage and sentence formation.*** |
| **12 – 8 – 4 – 0** | **3 – 2 – 1 – 0** | **3 – 2 – 1 – 0** | **3 – 2 – 1 – 0** | **3 – 2 – 1 – 0** |
| ADVANCED 12 | Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas | ADVANCED 3 | Sharp, distinct controlling point made about a single topic with evident awareness of task | Sophisticated arrangement  of content with evident and/or subtle transitions. Unless waived, APA style is utilized correctly throughout | Precise, illustrative use of a variety of words and sentence structures to create consistent writer’s voice and tone appropriate to audience | Evident control of grammar, mechanics, spelling, usage and sentence formation |
| PROFICIENT 8 | Sufficiently developed content with adequate elaboration or explanation | PROFICIENT 2 | Apparent point made about a single topic with sufficient awareness of task | Functional arrangement  of content that sustains a logical order with some evidence of transitions. Unless waived or limited, APA style is utilized with minor imperfections | Generic use of variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience | Sufficient control of grammar, mechanics, spelling, usage and sentence formation |
| **BASIC 4** | Limited content with inadequate elaboration or explanation | **BASIC 1** | No apparent point but evidence of a specific topic | Confused or inconsistent  arrangement of content with or without attempts at  transition | Limited word choice and control of sentence structures that inhibit voice and tone | Limited control of grammar, mechanics, spelling, usage and sentence formation |
| **BELOW 0**  **BASIC** | Superficial and/or minimal content | **BELOW 0**  **BASIC** | Minimal evidence of a topic  Incoherent | Minimal control of content arrangement | Minimal variety in word choice and minimal control of sentence structures | Minimal control of grammar, mechanics, spelling, usage and sentence formation |